

Mansfield Middle School Development Plan 2019-2020

District Framework

Statement 1

The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school, including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Statement 2

The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

Statement 5

The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Goal 1

Develop student centered learning and assessment practices that ensures the academic success of all students.

Actions and Initiatives

1.1 Teachers of reading in grades 5-8 will use data and evidence to promote growth along the reading progressions.

- Grade 5 & 6 teachers will participate in professional learning focused on building strong readers workshop structures that support student confidence and independence in reading.
- Grade 5 & 6 teachers will continue to develop conferring and assessment practices that provide evidence of student progress along the reading progressions and inform next instructional steps for individual students.
- Grade 7 & 8 teachers will continue to refine instructional and assessment practices that align to the reading progressions.
- Support service staff will engage in professional learning to strengthen and build their knowledge base in the use of intensive reading intervention and assessment practices that support students' individualized reading needs.
- Teachers will engage in review of student performance evidence (star reading SBAC, Fountas & Pinnell, performance tasks) for the purpose of developing action plans to address individual learning needs.

1.2 Teachers of writing in grades 5-8 will use data and evidence to promote growth along the writing progressions.

- Grade 5 & 6 teachers will participate in professional learning focused on building strong writing workshop structures that support student confidence and independence in writing.

- Grade 5 & 6 teachers will continue to develop conferring and assessment practices that provide evidence of student progress along the writing progressions and inform next instructional steps for individual students.
- Grade 7 & 8 teachers will continue to refine instructional and assessment practices that align to the writing progressions.
- Teachers will engage in review of student performance evidence (writing prompts, performance tasks) for the purpose of developing action plans to address individual learning needs.

1.3 Teachers of science will develop authentic assessment practices aligned to Next Generation Science Standards.

- Vertical alignment of progression of scientific practices that support instructional and assessment practices.
- Identify authentic assessment practices in use and analyze their alignment to grade level performance expectations and 3D core practices.
- Develop authentic 3D aligned assessments for three units of instruction.
- Teachers will engage in review of student performance evidence (NGSS & unit assessments, performance tasks) for the purpose of developing action plans to address individual learning needs.

1.4 Teachers of math will continue to develop student centered instructional practices that align to the mathematics progressions.

- Teachers will continue to develop their skills in the use of accountable talk during classroom instruction.
- Vertical alignment of progression of math practices and shared content vocabulary that support instructional and assessment practices.
- Enhancing use of data and evidence to inform student learning practices.
- Teachers will engage in review of student performance evidence (Star math, SBAC, Three-act math tasks, unit assessments) for the purpose of developing action plans to address individual learning needs.

1.5 Teachers of social studies will continue to develop student centered instructional practices that align to the Connecticut Social Studies and the C3 Frameworks.

- Continue to develop a research skills continuum for grades 5-8.
- Continued unit development and alignment to social studies transfer goals in grades 5-8.
- Teachers will continue to refine instructional and assessment practices that align to the C3 framework, CT social studies framework and social studies transfer goals.

1.6 Teachers of world language will continue to develop student centered instructional practices that align to World-Readiness Standards for Learning Languages.

- Teachers will deepen their skills in the use of high leverage teaching practices that support that acquisition of World Readiness Standards for Learning in the areas of interpretive reading and interpretive listening.
- Teachers will engage in review of student performance evidence for the purpose of developing action plans to address individual learning needs.

1.7 Teachers of related arts and physical education will continue to develop student centered instructional practices that align to core content standards for their specific focus area.

- Teachers will continue to refine instructional and assessment practices as they align to content standards.

- Teacher will engage in evidence-centered reviews of student performance to support planning for instruction.

Measurable Goals and Outcomes

- Each content area will develop rubrics that include assessment of one or more of the 5C's and collect baseline student performance data.
- 75% of students will meet expectations in Reading as measured by State and local assessments.

- o Goal not met

STAR Reading

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark
5	71%		
6	67%		
7	67%		
8	59%		

- 75% of students will meet expectations in mathematics as measured by State and local assessments.

- o Goal met

STAR Math

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark
5	80%		
6	75%		
7	66%		
8	70%		

- 80% of students in grades 5 and 8 will meet expectations in science as measured by State and local assessments.

Goal 2

Ensure the academic success of all students through rigorous instruction that focuses on mastery of content expectations and 21st century skills.

Actions and Initiatives 2.1

- Provide opportunities for students to share their ideas and take action on topics relevant to their world.

- Continue to define 21st Century progression of skills by grade level (collaboration and citizen of the world).
- Develop assessment practices that measure student progress towards mastery of 21st century skills and academic content.

Measurable Goals and Outcomes

- The completion of the 21 century skill progressions in the areas of collaboration and citizen of the world.
- Teachers will provide examples of student-centered instructional practices that have been embedded in instruction.
- Teams will continue to refine authentic assessment practices across content areas.

Goal 3

MMS Staff will work collaboratively with families to support the social and emotional development of all students.

Actions and Initiatives 5.1

- Use data from 2019 student and parent surveys and student feedback from “Minute Meetings” to establish school climate initiatives in the building.
- School staff will collaborate in the development of learning experiences for all students that focus on social and emotional skill development (self-awareness, self-management, responsible decision-making, relationship skills, and social-awareness).
- School counselors will use parent outreach tools such as Twitter, FaceBook, and YouTube to keep parents informed of relevant information related to supporting adolescent development.
- Enhance communication and collaboration opportunities with our Mansfield families through newsletters, parent workshop opportunities, and school wide events.
- Review student attendance data on a monthly basis using the tracking document. Individual student support plans will be developed as needed.

Measurable Goals and Outcomes

- School behavioral data will show an increase in positive behaviors via positive office referrals and grade level recognitions.
- Parent surveys, 90% of families will respond positively to questions focused on communication practices and parent involvement.
- Student survey results will demonstrate growth in students’ feelings of connectedness to school.

Longitudinal Data

State Assessments

Results	2015-2016 %	2016-2017 %	2017-2018 %	2018-2019
ELA Performance Index – All Students	80.8	77.1	79.4	
ELA Performance Index – High Needs Students	70.5	65.8	68.4	

Math Performance Index – All Students	75.4	74.8	75.3	
Math Performance Index – High Needs Students	64.5	64.4	65.5	

Results	2015-2016 %	2016-2017 %	2017-2018%	2018-2019%
Chronic Absenteeism – All Students	4.4%	4.5%	5.0%	
Chronic Absenteeism – High Needs Students	4.1%	5.8%	8.9%	

Results	2015-2016 %	2016-2017 %	2017-2018%	2018-2019%
On-track to High School Graduation	89.5%	91.7%	84.6%	

Results	2015-2016 %		2016-2017 %		2018-2019	
Physical Fitness (estimated part rate) and (fitness rate)	99.6	59.4	94.5	56.2		

Measurable Outcomes:

Parent Survey	Responses 17-18	Responses 18-19
I feel that I am part of the school community.	80%	75%
I feel welcome at school.	85%	93%
My child feels that he or she is part of the school community.	93%	96%
When I have a question or concern,I know who to contact.	87%	90%
My child has at least one friend at school.	86%	95%
School staff support students when they have a problem.	91%	90%
My child is an active member of the school.	91%	93%
My child likes coming to school.	87%	87%
My child makes learning connections to the real world.	91%	91%
Adults at my child’s school care about students.	94%	96%
My child is challenged at school.	85%	88%
My child is treated with respect at school.	86%	88%

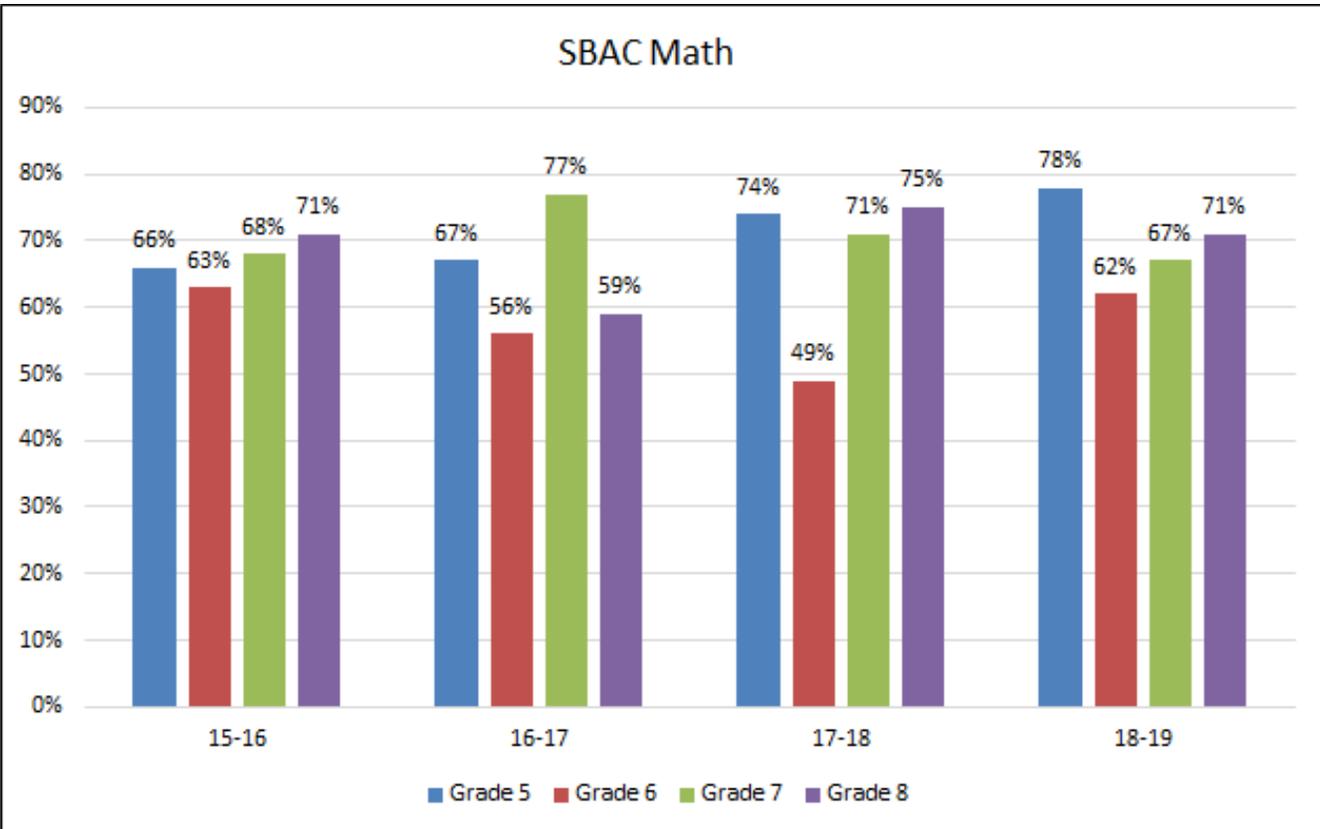
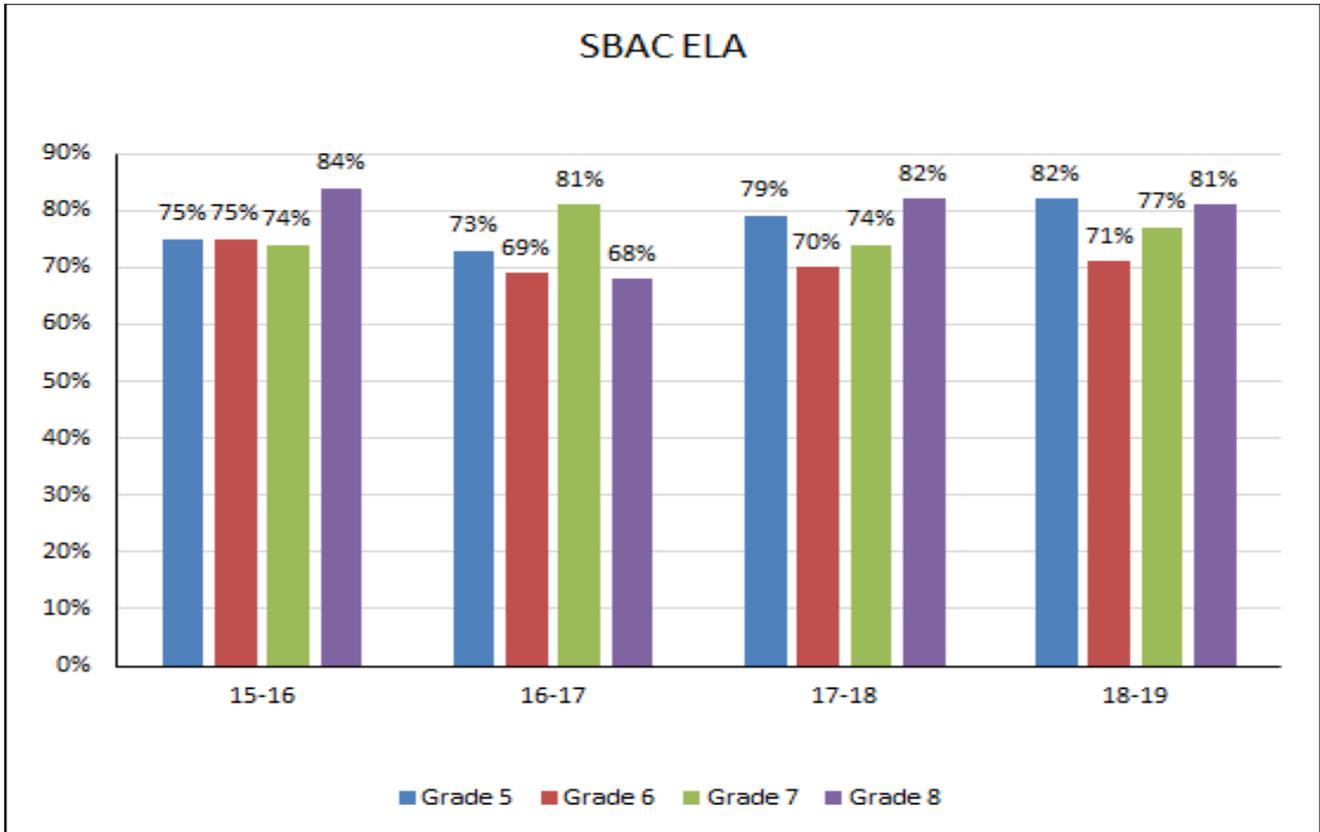
Student diversity is respected at my child's school.	89%	96%
Teachers encourage my child to her or his best.	91%	93%
Communication from home to school is effective.	77%	77%
My child feels safe at school	90%	94%

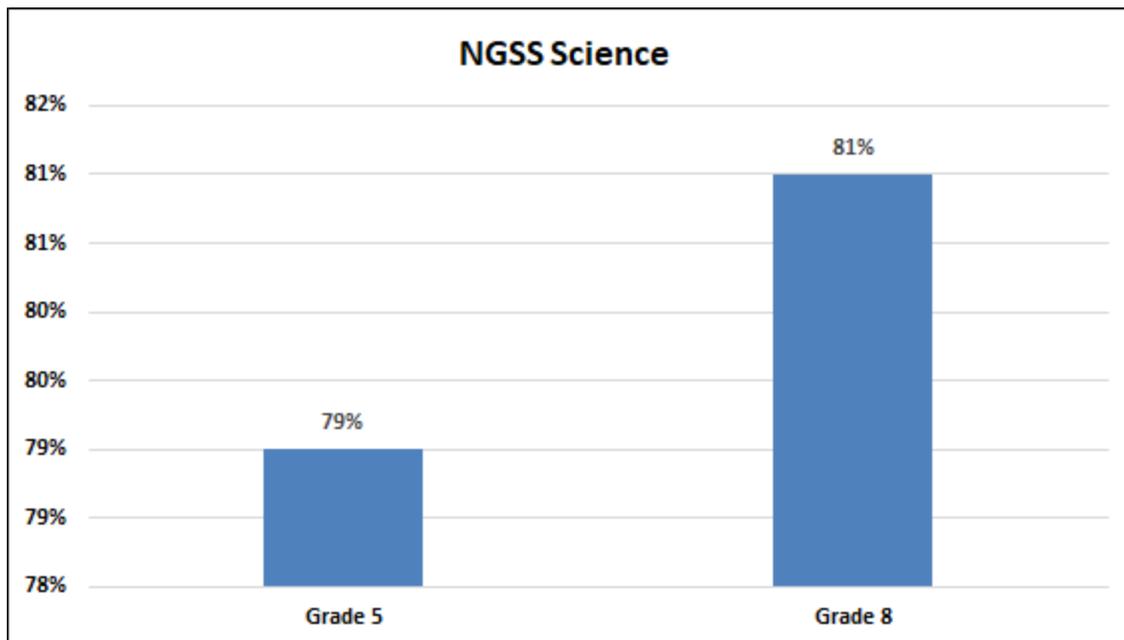
Student Survey	Positive Responses 17-18	Positive Responses 18-19
I am proud to be a student at this school.	92%	92%
I feel safe in this school.	92%	93%
I feel others treat me with respect.	82%	83%
Adults at my school care about students.	91%	91%
I feel comfortable talking to at least one adult in this school.	90%	89%
Teachers support students when they have a problem.	90%	89%
Students solve problems with each other.	72%	80%
I am active member of my school.	81%	85%
I see connections between the work I do in school and the real world.	66%	65%
Students are respectful of each other's differences.	74%	73%

	Positive Office Referrals
16-17	127
17-18	123
18-19	133

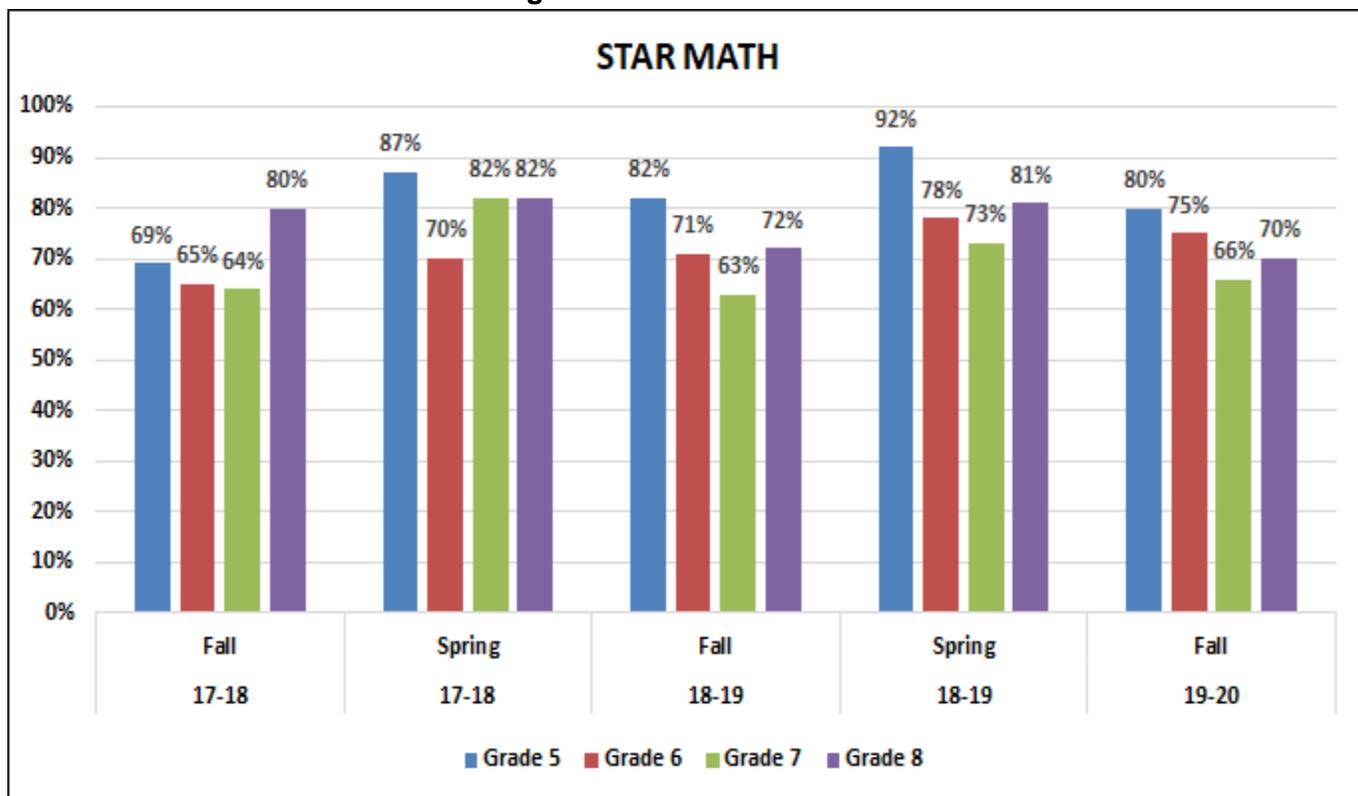
	Student Recognition Postcards Grade 7	Student Recognition Postcards Grade 8
16-17	90	80
17-18	124	110

Smarter Balanced Assessment Percentage of Students At or Above Goal

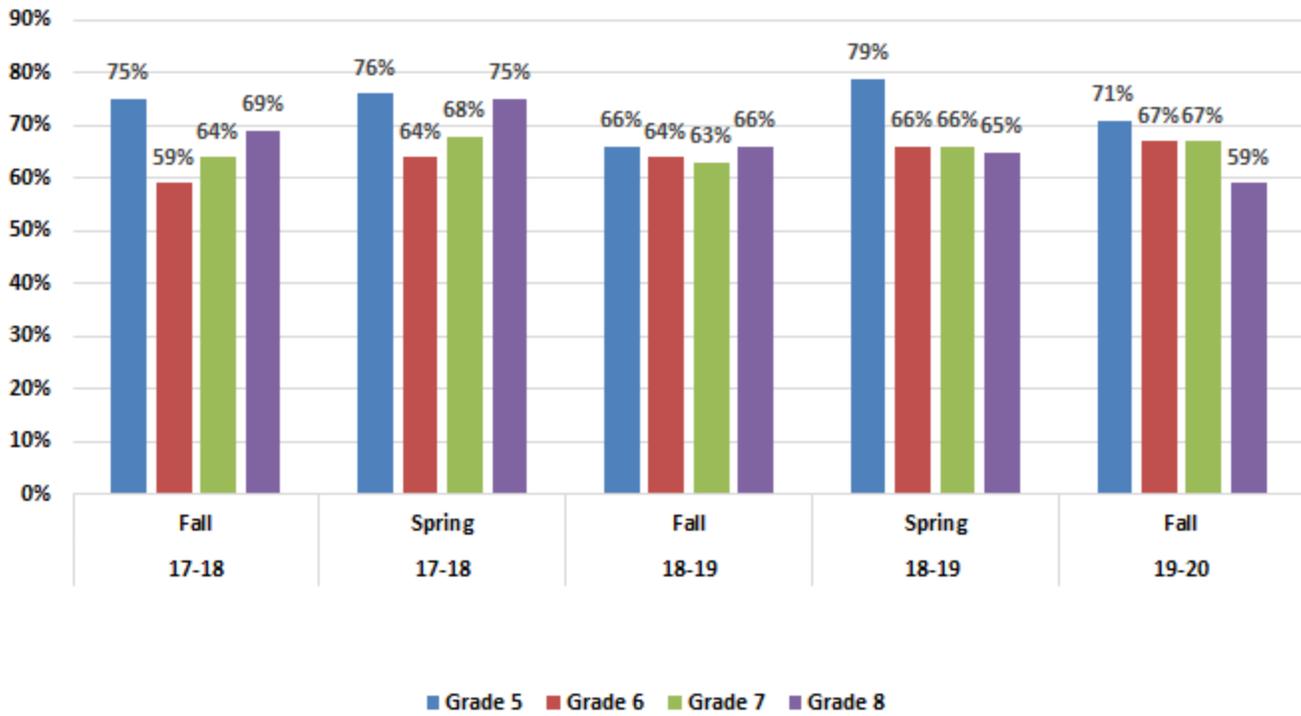




STAR Assessment Percentage of Students At or Above Goal

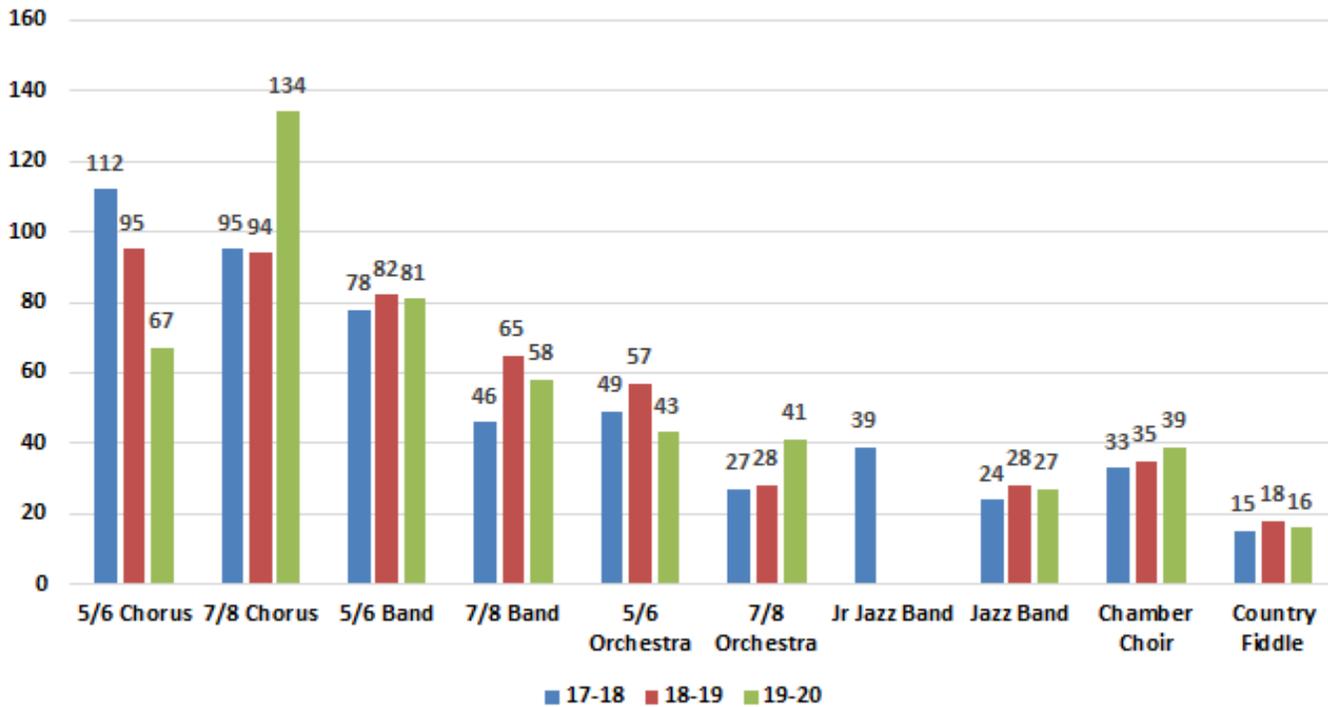


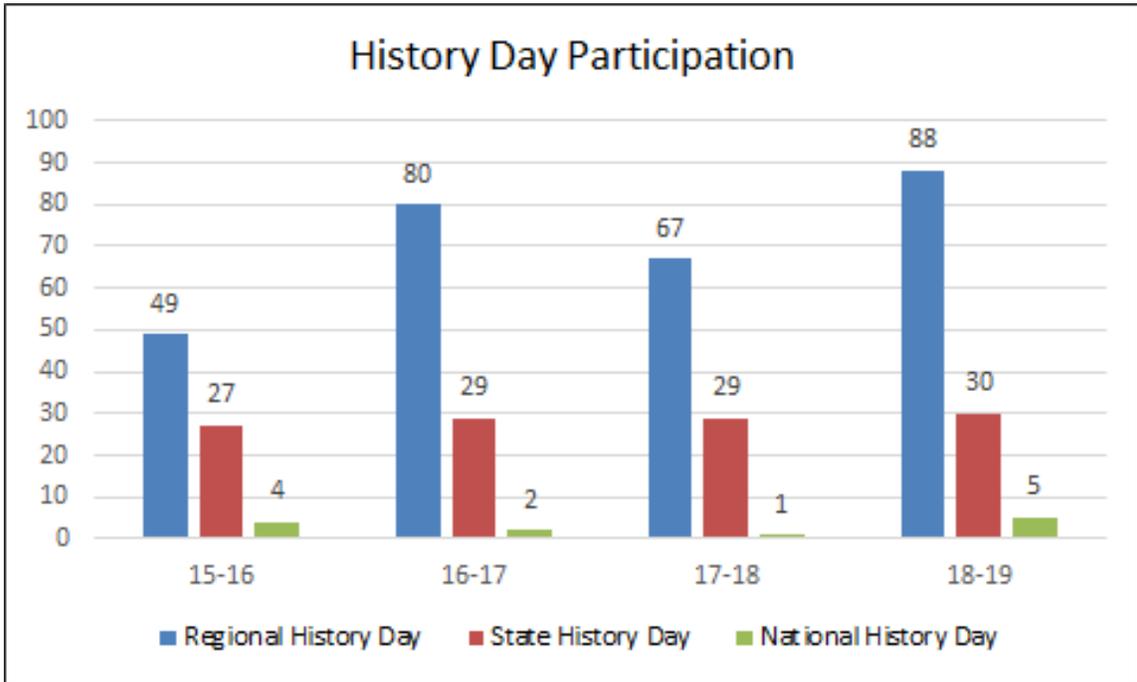
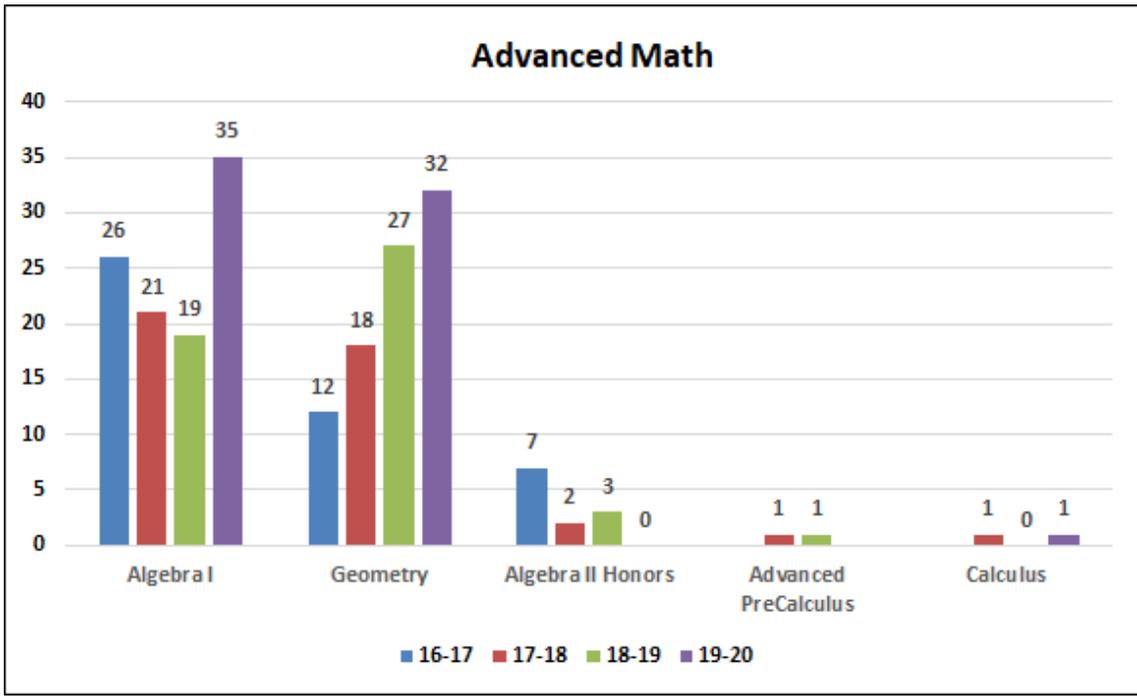
STAR Reading



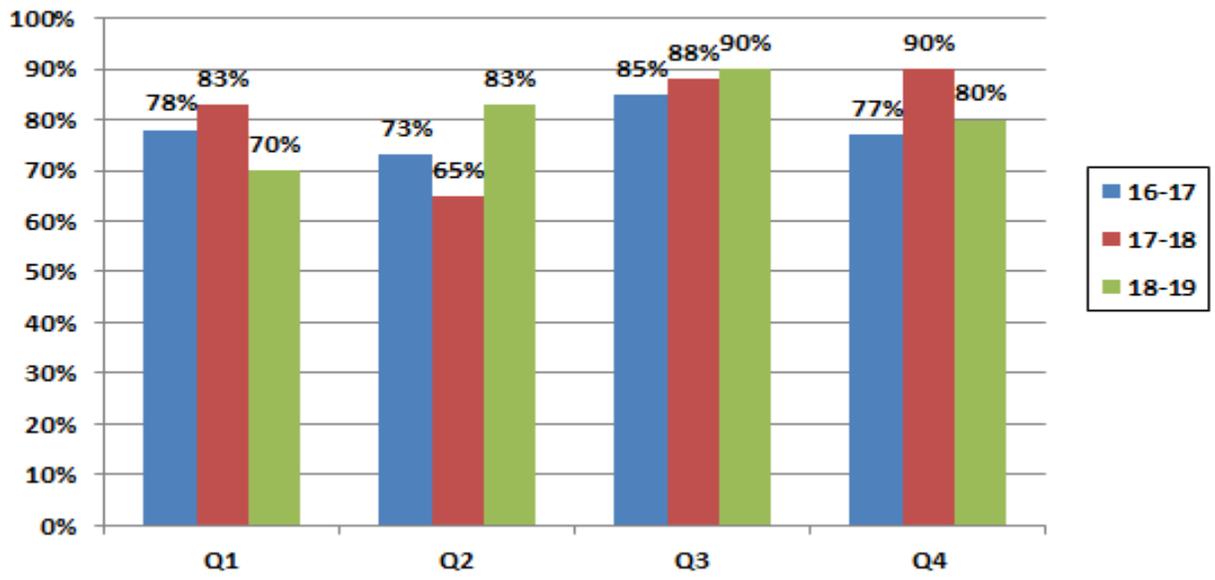
Student Engagement

Music Participation

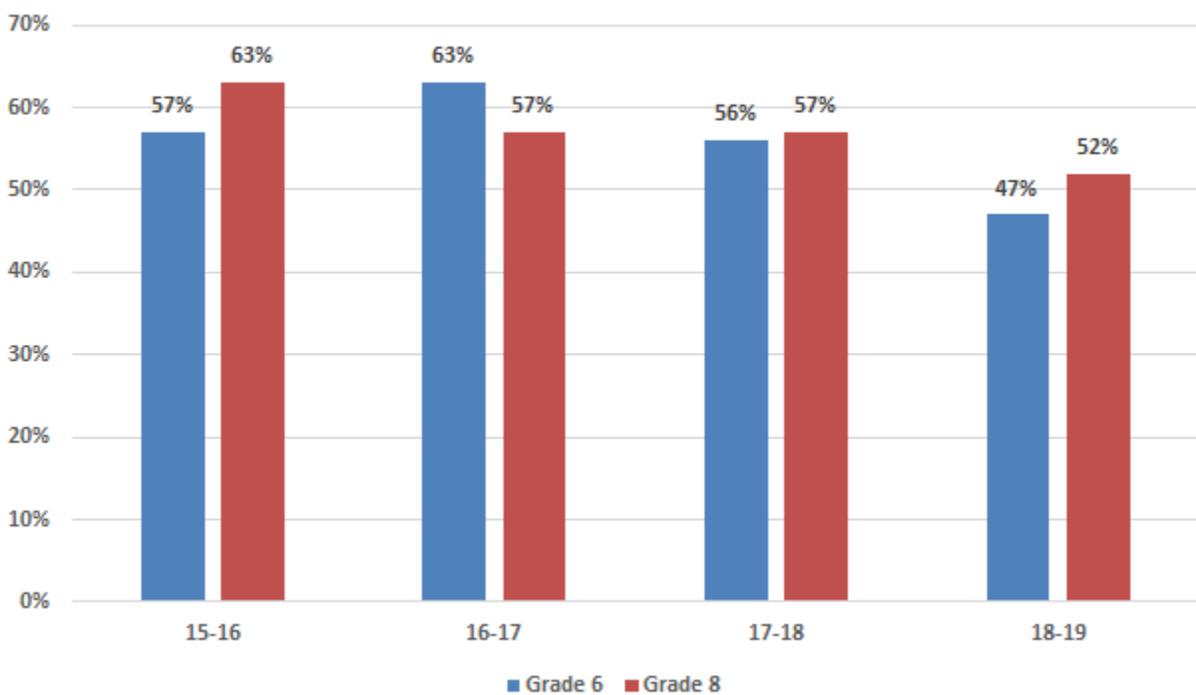




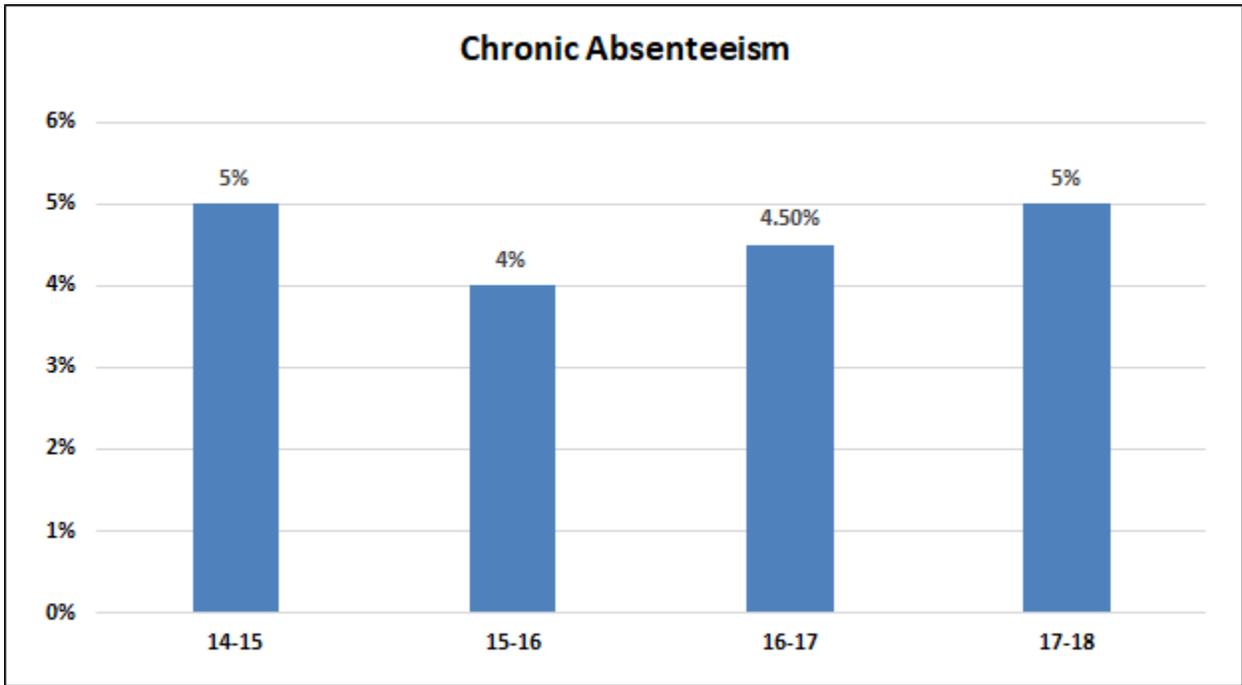
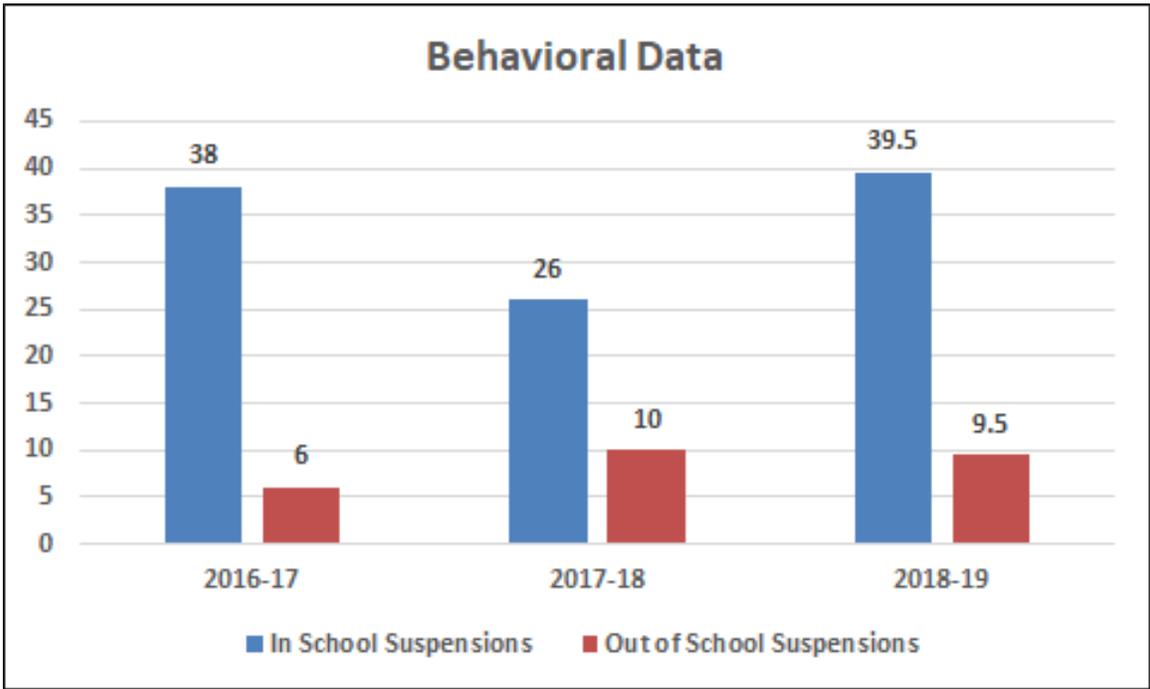
After School Activity Participation



Physical Fitness Assessment



Percent of students exceeding all four components of the physical fitness test.



Chronic absenteeism is defined as absent from school for any reason, including serious illness, family travel and day to day absences. A student absent for 18.2 or more days in a school year is identified as chronically absent.